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ABSTRACT

This course of study provides the framework for the content of a program in health occupations education. An introduction describes health occupations education as follows: it provides occupational preparation for students in Grades 10-12; it is competency-based and open-entry; and it uses individualized instruction. A conceptual framework is provided that organizes required minimum content for the program into three core courses: Health Careers, Health Care Skills I, and Health Care Specialization I. A recommended course sequence is followed by a diagram summarizing the conceptual framework and a course sequence chart. The next section provides outcomes for the three core courses along with corresponding topics. Brief descriptions of each optional course are then given. Guidelines are presented for a clinical experience in health occupations education. The course of study concludes with information on vocational student organizations and benefits of student participation in them. (YLB)

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Alabama Course of Study
HEALTH OCCUPATIONS EDUCATION

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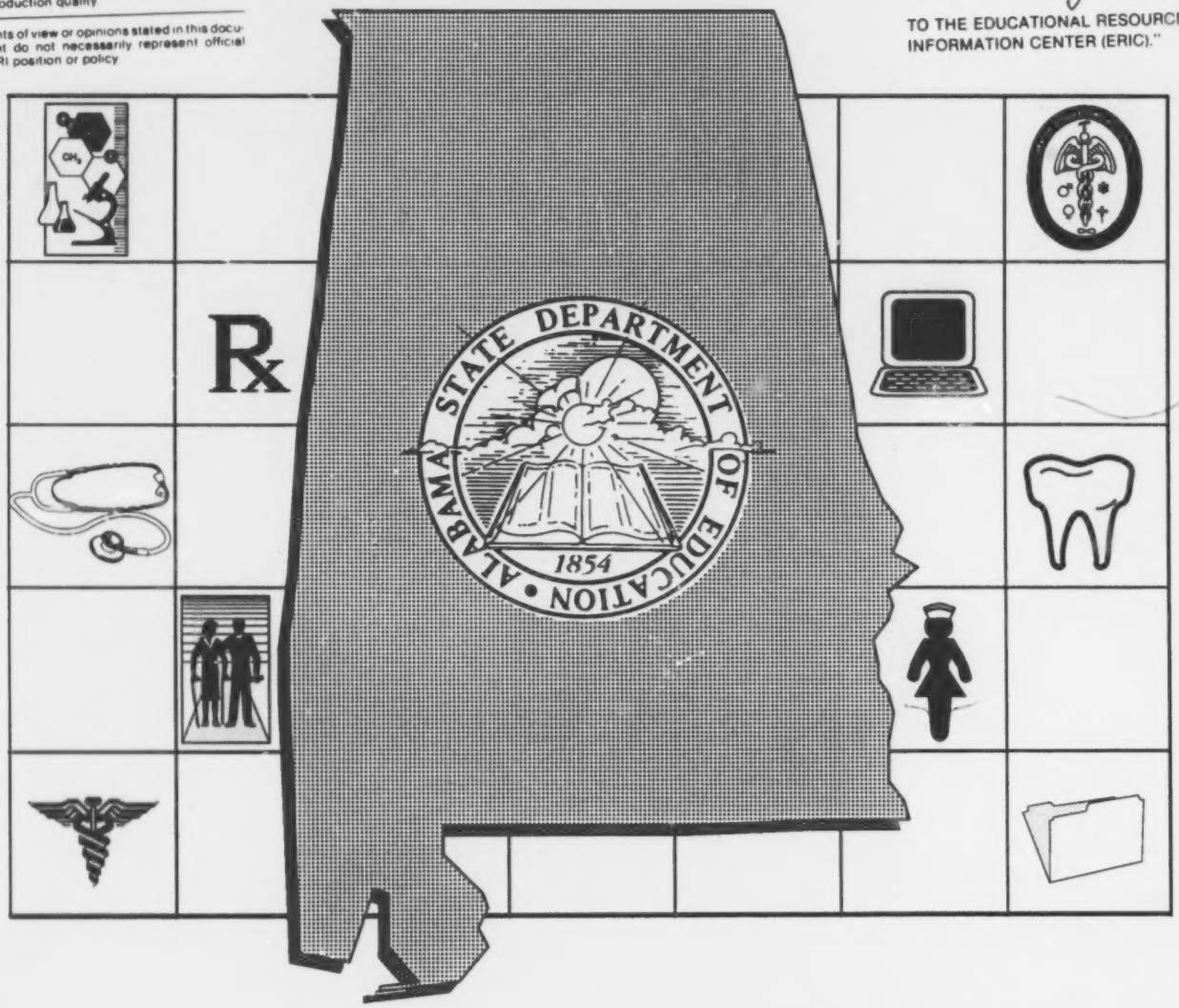

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Alabama Course of Study
HEALTH OCCUPATIONS EDUCATION

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BULLETIN 1990, NO. 61

ALABAMA COURSE OF STUDY
HEALTH OCCUPATIONS EDUCATION

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Many persons have contributed to the development of the Alabama Course of Study: Health Occupations Education. The committee was composed of classroom teachers, supervisors, administrators, and teacher educators from institutions of higher education with consultative assistance from Alabama State Department of Education specialists. The cooperation and commitment to the task of the committee members are appreciated.

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PREFACE

Federal legislation mandates that vocational education programs provide a coherent sequence of courses that include exploration of careers, understanding of basic family concepts, and preparation for employment.

Alabama Law, Act No. 84-234 in section 16-35-4 states:

> The state board of education, on the recommendations of the state superintendent, shall prescribe the minimum content of courses of study for all public, elementary and high schools in the state....

This course of study provides the framework for the content of a course and/or program in vocational education. The primary purpose of the course of study is to assist administrators and teachers in developing and maintaining high quality vocational programs that produce employable students with entry-level job competencies and students with basic family living skills. A secondary purpose is to add uniformity to vocational programs.

The core courses in this document contain student outcomes that meet the five characteristics of any course of study: basic, appropriate, reachable, reasonable, and enforceable. The outcomes dictate the content that is to be used in planning effective and comprehensive vocational programs.

The course of study is a foundation for each vocational education program. Local school systems are encouraged to add content to accommodate varying local patterns of organization, resources, and needs.

INTRODUCTION

Health Occupations Education provides occupational preparation for students in Grades 10, 11, and 12 who are age 15 or older. The program is competency-based and utilizes individualized instruction that provides students opportunities to learn skills for both a cluster of jobs and entry-level specific occupations in health care.

The purposes of Health Occupations Education are to:

1. Introduce students to the health care system.
2. Assist students to make realistic career decisions.
3. Prepare graduates for entry-level employment in supportive health-care jobs or acceptance in a postsecondary health occupations program.

The program is open-entry and focuses on preparing competent workers who will provide quality health services for individuals and communities. Students participate in simulations of health care through assignments in the classroom and the laboratory and in the delivery of basic health-care skills in health-care facilities. In the classroom, opportunities are provided for students to identify and develop individual interests and abilities as well as to explore a variety of occupations in the health field. Through the cooperation of community health facilities and agencies, both private and public, the cluster program enables students to experience learning in the actual health care environment. Rotation through a number of health care speciality areas

enables students to gain clinical experience in entry-level skills. This provides for the development of basic competencies, including psychomotor skills required for entering employment. At the aide level, clinical instruction integrates the social and scientific principles of health-care activities.

Skills training is used as a means of teaching a core common to many health careers. Both simple and complex skills are transferable to many health care vocations, thus the skills are integrated into the Health Occupations Education curriculum. Community-based clinical experiences with cooperating health agencies serve to enhance the teaching and/or learning environment. Because of legalities, liabilities, responsibilities of professional health workers, and patient rights, students shall not be assigned to the clinical experience segment of the program until they are considered competent in basic skills in their chosen occupational area as determined by the Health Occupations Education teacher.

Agencies that represent the health-care industry and vocational education will have a collaborative role in Health Occupations Education. In designing the programs for a field that is both service and technically oriented in which legislation and licensure are integral parts and where learning activities frequently take place in the actual clinical setting, it is imperative that action be coordinated and outcomes evaluated. Techniques for the regulation of workers in the health occupations have been developed either by appropriate

professional organizations or by legally constituted authority in the state as a means of safeguarding the public against unqualified and/or unscrupulous persons. Each program, therefore, will function within the guidelines of the appropriate regulatory agency in Alabama.

CONCEPTUAL FRAMEWORK FOR HEALTH OCCUPATIONS EDUCATION

A diagram summarizing the Alabama Health Occupations Education program follows this section. Required minimum content for the Health Occupations Education program is organized into three core courses: Health Careers, Health Care Skills I, and Health Care Specialization I.

The Health Careers course provides opportunities for students to obtain basic information and skills common to many health occupations. The Health Care Skills I course involves more advanced health-care skills using a body systems approach. This course enables students to make informed career decisions. The Health Care Specialization I course is a program of instruction designed to prepare students for entry-level employment or for acceptance into a postsecondary program in the chosen occupational area.

Health Care Skills II, Health Care Skills III, and Health Care Specialization II are optional courses that will enhance awareness of opportunities in the health-care field. These courses allow students to increase occupational readiness through additional academic preparation, community-based education, and opportunities for employment.

Outcomes for the core courses are included in the Health Occupations Education Course of Study. Course descriptions are given for the optional courses.

COURSE SEQUENCE FOR HEALTH OCCUPATIONS EDUCATION

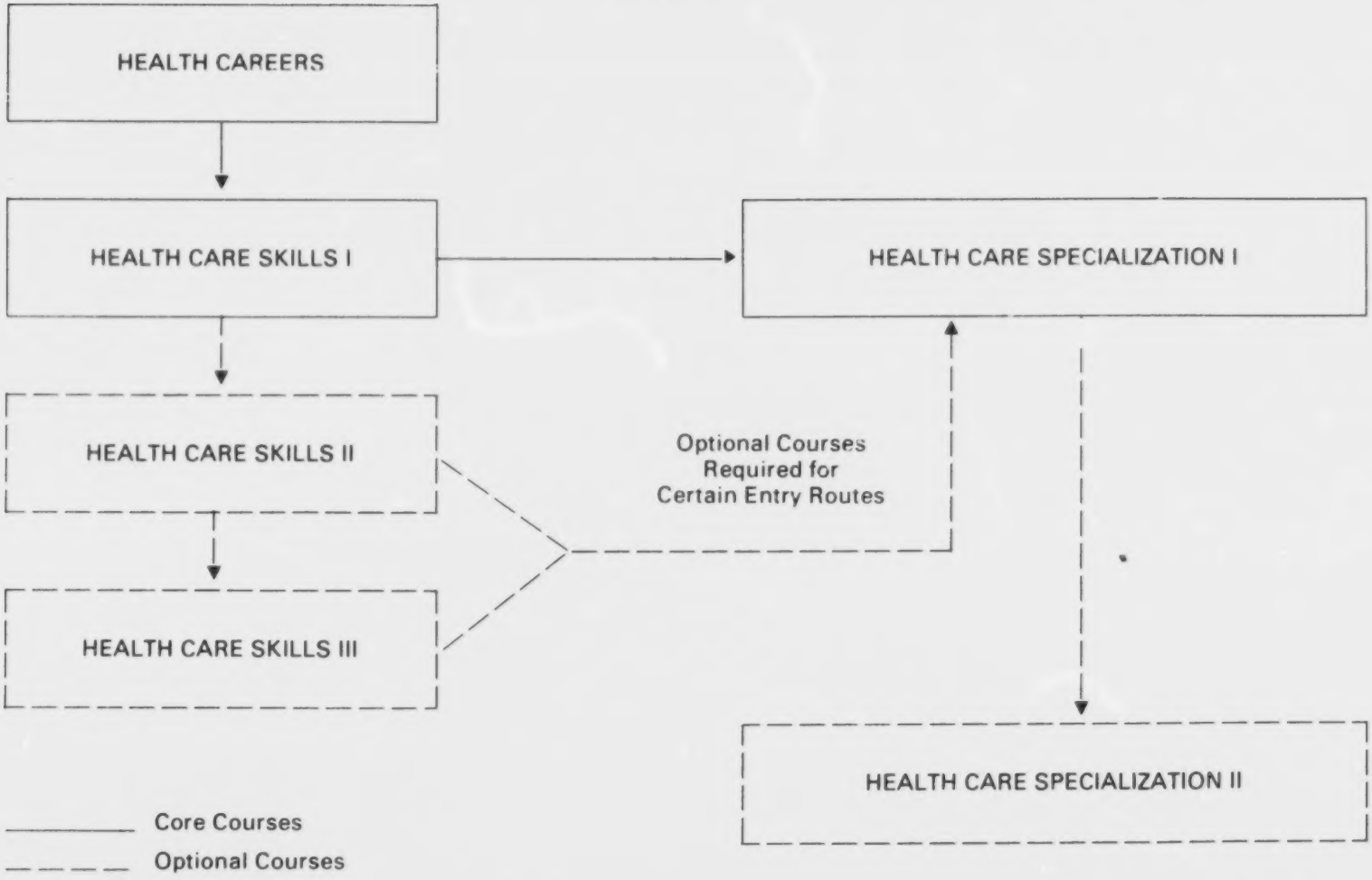
A Health Occupations Education Course Sequence Chart follows the conceptual framework (program diagram) and depicts the open-entry structure of the program. The Course Sequence Chart provides all routes of completion for students in Grades 10 through 12 enrolled in either a one-, two-, or three-period block. Administrators, counselors, and instructors can use the chart to determine alternative routes for entry into the Health Occupations Education program and the required course sequencing for each route.

Three courses comprise the core courses: Health Careers (HC), Health Care Skills I (HCSI), and Health Care Specialization I (HCSpI). All students must complete these three courses.

Students entering at Grade 12 who have successfully completed three units of natural science will complete only these three courses. Students who enter at Grade 10 or 11 and are enrolled in two- or three-period blocks will complete certain optional courses. These courses must be sequenced as depicted in the Course Sequence Chart, and the students must be enrolled in the Health Occupations program during Grade 12 to qualify as program completers.

HEALTH OCCUPATIONS EDUCATION

Core Courses

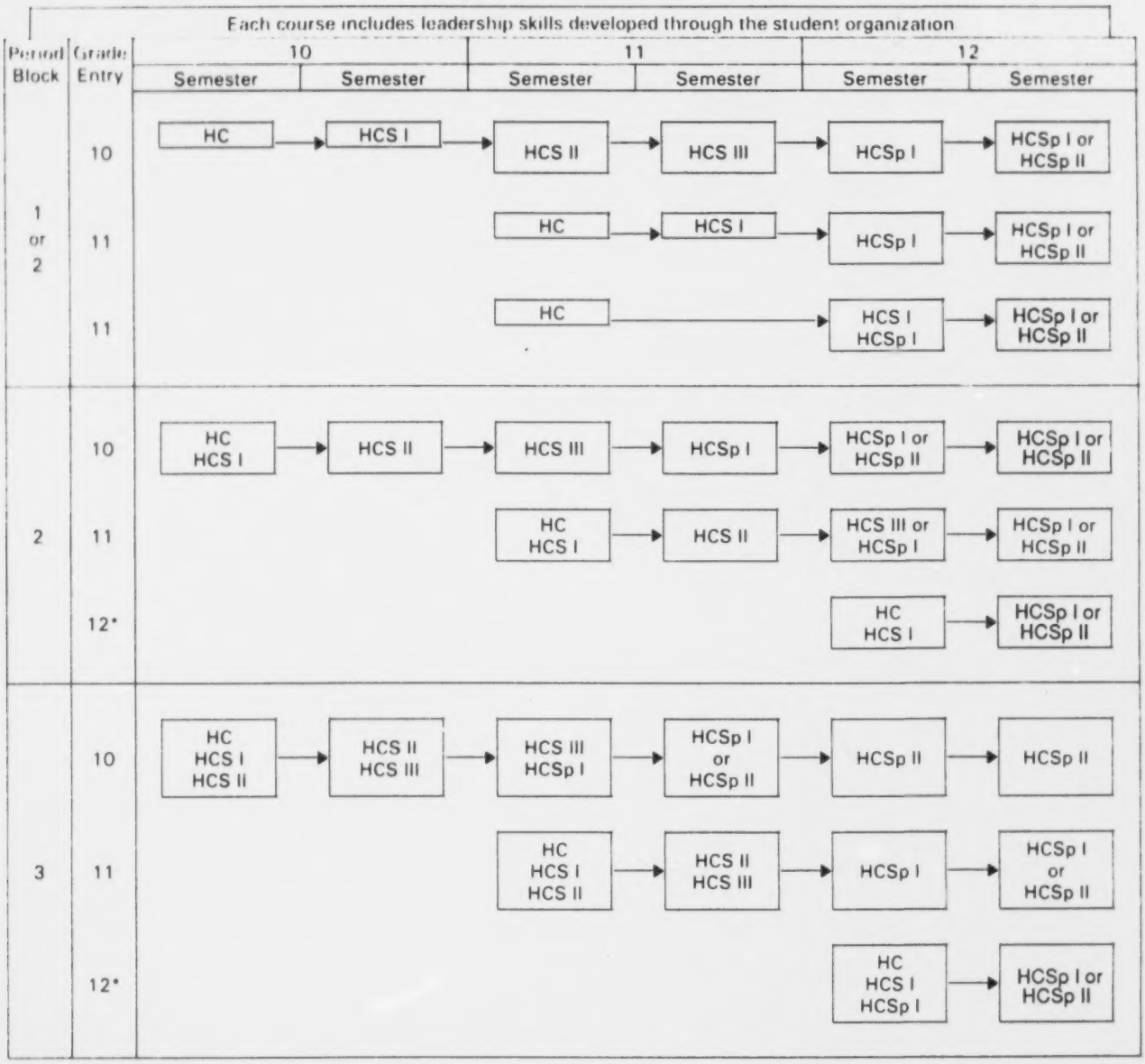


Each course includes leadership skills developed through the student organization, Health Occupations Students of America (HOSA).

HEALTH OCCUPATIONS EDUCATION
COURSE SEQUENCE CHART

Course Abbreviations:

HC - Health Careers HCS - Health Care Skills HCSp - Health Care Specialization



* Prerequisite: Three natural science units

Students entering at Grade 10 may exit at the end of the first or second semester and may return at Grade 12 for a two- or three-period block to complete Health Care Skills I and Health Care Specialization I.

1 period 2 periods 3 periods

STATEMENT OF DELIMITATIONS

This course of study is a document limited to minimum requirements and job component core courses. Requirements are expressed in terms of student outcomes. The competency-based outcomes are minimum. They may be expanded at the school or system level to meet the community needs and business and industry requirements.

The course of study is not intended to be used as a curriculum guide and does not include learning activities. Curriculum guides that include activities, teaching methods, resources, and student evaluations may be developed at the state, system, and/or school level.

While attempts were made to review current literature and research pertaining to curriculum development nationwide, student outcomes will need to be updated as new occupations and technologies emerge.

This course of study is designed to give teachers the flexibility to rearrange outcomes to meet student instructional needs. While some optional courses are indicated in the graphic section of the conceptual framework, only a brief description of each optional course is provided. Student outcomes for these optional courses are not included.

HEALTH OCCUPATIONS EDUCATION

HEALTH CAREERS

The introductory course to Health Occupations Education is Health Careers. Students will examine health care with regard to the type of jobs available, responsibilities of each worker, educational requirements, and upward mobility within jobs. The health care delivery system is studied, with emphasis on agencies within the local community.

A survey of human anatomy and an assessment of factors that contribute to health and wellness will be completed. An introduction to conditions of illness, pharmacology, medical terminology, and basic patient care skills prepare students for subsequent courses.

TOPICS	STUDENT OUTCOMES
	Students will
OPPORTUNITIES OFFERED IN HEALTH CAREERS	1. Compare and contrast health careers. - Examining characteristics of specific careers - Determining possibilities of upward progression within a career
	2. Describe the relationship of personal interests and attributes to career decisions.
	3. Identify health-care programs and services available in the local community.
SAFETY PRECAUTIONS	4. Identify elements of a safe environment.
	5. Use correct body mechanics in the performance of work activities. Examples: lifting patients, moving objects

HEALTH OCCUPATIONS EDUCATION

HEALTH CAREERS

TOPICS	STUDENT OUTCOMES
	Students will
SAFETY PRECAUTIONS (continued)	6. Describe appropriate responses to selected emergencies. Examples: fire, natural disasters
LEADERSHIP DEVELOPMENT	7. Discuss the history and purposes of the student leadership organization. 8. Use effective communication skills. Example: parliamentary procedures in Health Occupations Student Association (HOSA) 9. Demonstrate civic responsibilities. Example: community service projects through HOSA
MEDICAL TERMINOLOGY	10. Explain purposes of medical terminology. 11. Use medical roots, prefixes, suffixes, and abbreviations in communications.
HEALTH AND WELLNESS	12. Recognize attributes of health and wellness. - Physical - Cognitive - Emotional - Spiritual 13. Identify components that affect mental attitudes. - Positive thinking - Self-image

HEALTH OCCUPATIONS EDUCATION

HEALTH CAREERS

TOPICS	STUDENT OUTCOMES
	Students will
HEALTH AND WELLNESS (continued)	14. Describe the role of nutrition in maintaining health.
	15. Conduct vision assessments.
	16. Demonstrate the proper care of teeth.
SURVEY OF HUMAN ANATOMY	17. Describe the general plan of the human body.
	18. Identify body systems and major organs associated with each system.
DISEASE PREVENTION	19. Explain the relationship between microorganisms and disease.
	20. Describe communicable diseases. - Symptoms - Causative organism - Treatment and prevention
	21. Explain methods of preventing the spread of disease.
	22. Practice aseptic techniques used by health-care workers. - Hand-washing - Gloving
BODY'S RESPONSE TO DISEASE	23. Differentiate between inflammation and infection. - Causes of each - Descriptions of each
MEDICAL MEASUREMENT	24. Use metric, household, and apothecary systems to complete medical measurements. - Height - Weight

TOPICS	STUDENT OUTCOMES
	Students will
RELATIONSHIP OF PHARMACOLOGY TO HEALTH AND ILLNESS	25. Explain the importance of medications in health care.
	26. Examine state and federal guidelines governing the use of medications.
VITAL SIGNS	27. Identify normal ranges for each vital sign.
	28. Identify deviations from the normal range of each vital sign.
	29. Assess vital signs. - Temperature - Pulse - Respiration - Blood pressure
	30. Record and graph vital signs.
EMPLOYABILITY SKILLS	31. Identify health-care jobs available in the local community.
	32. Demonstrate steps in securing health-care jobs. - Applications - Résumé - Appropriate dress and behavior - Appropriate work habits
	33. Analyze factors that influence communication.
	34. Demonstrate communication skills required in the work setting.

HEALTH OCCUPATIONS EDUCATION

HEALTH CAREERS

TOPICS	STUDENT OUTCOMES
	Students will
EMPLOYABILITY SKILLS (continued)	35. Develop the ability to use communication systems within health-care settings. Examples: telephone, computer, intercom
EMERGENCY CARE SKILLS	36. Apply first aid principles.
	37. Demonstrate cardiopulmonary resuscitation (CPR).

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SKILLS I

The second Health Occupations Education course begins occupational skill development that prepares students for health-care jobs. A cluster approach is utilized to provide an opportunity for students to develop entry-level skills applicable to several jobs in health care. Basic anatomy and physiology are used as a framework for the course, and skills related to each body system are learned.

Students will participate in clinical experiences to observe or shadow health care workers on the job. The classroom activities and clinical experiences allow students to make tentative career choices and to plan further training.

TOPICS	STUDENT OUTCOMES
BASIC PATIENT CARE AS RELATED TO BODY SYSTEMS	Students will
INTEGUMENTARY SYSTEM	1. Demonstrate giving a bed bath and back rub.
	2. Make patients' beds.
MUSCULAR AND SKELETAL SYSTEM	3. Demonstrate ambulating patients. - Crutches - Cane - Walker
	4. Demonstrate proper methods for moving patients. - Bed to chair - Up in bed - Bed to stretcher
	5. Demonstrate transporting patients. - Wheelchair - Stretcher
DIGESTIVE SYSTEM	6. Demonstrate the proper procedure for feeding patients. - Blind - Orthopedically dependent

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SKILLS I

TOPICS	STUDENT OUTCOMES
	Students will
DIGESTIVE SYSTEM (continued)	7. Perform techniques of oral hygiene.
	8. Complete a dental chart.
	9. Make an alginate impression.
	10. Describe therapeutic diets.
NERVOUS SYSTEM	11. Perform range-of-motion exercises.
	12. Position dependent patients.
	13. Communicate with sensory-deprived patients.
RESPIRATORY SYSTEM	14. Assist patients with respiratory functions. - Oxygen therapy - Turning - Deep breathing - Coughing - Incentive spirometor
CARDIOVASCULAR SYSTEM	15. Take an apical pulse.
	16. Perform an electrocardiogram (EKG).
BLOOD AND LYMPH	17. Type a blood sample.
URINARY SYSTEM	18. Measure intake and output.
	19. Collect a clean catch urine specimen.

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SKILLS I

TOPICS	STUDENT OUTCOMES
	Students will
ENDOCRINE SYSTEM	20. Perform glucose monitoring procedures.
REPRODUCTIVE SYSTEM	21. Perform postpartum check.
LIFE SPAN NEEDS	22. Demonstrate care for different age groups. - Newborn - Pediatric - Geriatric
NOSOCOMIAL INFECTIONS	23. Perform measures to prevent nosocomial infections.
LEADERSHIP DEVELOPMENT	24. Use effective communication skills. Example: parliamentary procedures
	25. Apply problem-solving and critical-thinking skills. Example: competitive events
	26. Demonstrate civic responsibilities.
EMPLOYABILITY SKILLS	27. Identify health-care jobs available in the local community.
	28. Demonstrate steps in securing and leaving a health-care job. - Résumé revision - Interview techniques - Appropriate dress and behavior - Acceptable work habits - Resignation procedure
	29. Apply communication skills required in the work setting.

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SKILLS I

TOPICS	STUDENT OUTCOMES
	Students will
CLINICAL EXPERIENCES	30. Demonstrate the ability to use communication systems within the health-care settings. Examples: telephone, computer, intercom
	31. Observe health-care workers on the job.
	32. Demonstrate ethical behavior required in the health-care setting.
	33. Recognize legal implications of health care.
	34. Describe third-party reimbursement for health care.
	35. Perform patient-care skills in assigned clinical site.

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SPECIALIZATION I

Occupational skills for a specific health-care job are learned in Health Care Specialization I. Students will select one job title and proceed through curriculum designed for that job.

Community-based clinical experiences will provide students opportunities to apply skills learned in prerequisite courses. Classroom activities for Health Care Specialization I will allow students to learn additional skills required for the selected job or to improve performance of skills learned in earlier courses.

Successful completion of the course will prepare students for entry-level employment or further study beyond high school. Students may change career specialization choice by completing required competencies of newly selected jobs prior to clinical assignment.

TOPICS	STUDENT OUTCOMES
	Students will
CAREER SPECIALIZATION	1. Develop entry-level job competencies related to a selected specialized area of study. - Cardiac Monitor Technician - Central Supply Aide - Community Health Aide - Dental Assistant - Dental Laboratory Technician - Dialysis Aide - Dietary Aide - EKG Technician - Emergency Medical Technician - Health Unit Manager (Ward Clerk) - Home Health Aide - Housekeeping Aide - Licensed Practical Nurse - Long-term Care Assistant - Medical Assistant - Medical Clerical Worker - Medical Laboratory Aide - Medical Records Assistant - Mental Health Aide - Nursing Assistant - Occupational Therapy Aide

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SPECIALIZATION I

TOPICS	STUDENT OUTCOMES
	Students will
CAREER SPECIALIZATION (continued)	1. (continued) - Opthalmic Aide - Patient Transporter - Pharmacy Aide - Physical Therapy Aide - Radiologic Technology Aide - Rehabilitation Aide - Respiratory Therapy Aide - Surgical Technician - Veterinary Aide
LEADERSHIP DEVELOPMENT	2. Use effective communication skills. Example: parliamentary procedures
	3. Apply problem-solving and critical-thinking skills. Example: competitive events
	4. Demonstrate civic responsibilities.
EMPLOYABILITY SKILLS	5. Identify health-care jobs available in the local community.
	6. Demonstrate steps in securing a health-care job. - Résumé revision - Interview Techniques - Applications - Appropriate dress and behavior - Acceptable work habits
	7. Apply communication skills required in work setting.
	8. Develop the ability to use communication systems within a specific health-care setting.

HEALTH OCCUPATIONS EDUCATION

HEALTH CARE SPECIALIZATION I

TOPICS	STUDENT OUTCOMES
	Students will
EMPLOYABILITY SKILLS (continued)	9. Apply for a job or admission to a postsecondary program in a selected area of study.
CLINICAL SPECIALIZATION	10. Demonstrate ethical behavior required in the health care setting.
	11. Recognize legal implications of health care.
	12. Describe third-party reimbursement for health care.
	13. Perform patient-care skills in assigned clinical site.
EMERGENCY CARE SKILLS	14. Demonstrate cardiopulmonary resuscitation (CPR).

Health Care Skills II

Following completion of Health Careers and Health Care Skills I, students may enter the Health Care Skills II course. While investigating the diseases and treatment of illnesses within each body system, students will develop additional health care skills related to those illnesses. Community-based clinical experiences will serve as an integral part of this course. These kinds of experiences allow students to observe health care workers.

Health Care Skills III

Health Care Skills III is an advanced course addressing the role of health-care teams, the relationships between patients and medical personnel, the establishment of health and safety standards, and the opportunities for employment. Approximately one-half of the course time is devoted to classroom and laboratory learning. The remaining time is devoted to community-based clinical experiences.

The content of this course will follow Health Care Skills II and is designed to prepare students to select a specialized area of study in Health Care Specialization I. Health Care Skills III prepare students for entry-level employment or for acceptance into a postsecondary program.

Health Care Specialization II

The final stage of progression in the Health Occupations Education program is employment in a health-care job. Students enrolled in Health Care Specialization II will be employed in a health care job for 8 to 20 hours each school week. Students will have a minimum of two hours per week in class with the Health Occupations Education teacher. This course is parallel to Cooperative Training in other program areas.

Students who have the option of enrolling in Health Care Specialization II are those who complete all core courses by the end of the first semester of Grade 12. Students who enter the program in Grade 10 and remain in the program each semester are required to enroll in Health Care Specialization II in Grade 12.

CLINICAL EXPERIENCE IN HEALTH OCCUPATIONS EDUCATION

The Alabama Course of Study: Health Occupations Education does not include a Cooperative Training component because the program provides for planned, coordinated experiences with appropriate health agencies throughout the course sequencing. Interaction with health team professionals guides Health Occupations Education students in the selection of future health careers. Students enrolled in Health Care Skills I will participate in clinical experiences to observe and shadow health-care workers to identify tentative occupational choices. Students will observe health-care workers to appreciate the importance of professionalism regarding attitude, grooming, attendance, ethics, and knowledge of skills in the health-care delivery system. During subsequent courses, experiences are provided for students to assist with and perform basic skills.

Students are not assigned to the clinical experience segment of the program until the teacher determines they are competent in basic skills in their chosen occupational area. This is required because of legalities, liabilities, and responsibilities of professional health workers and of patient rights.

Health Occupations Education teachers will coordinate a variety of community-based clinical experiences, develop objectives, contract agreements, and devise methods of evaluating students. Personnel within the clinical sites will: (1) review objectives students are to complete, (2) provide

direct supervision of students, (3) plan strategies to include students as members of the health-care team, (4) help students meet the learning objectives, and (5) participate in the evaluation process of students.

Students may be assigned to such clinical experiences as those in hospitals, clinics, long-term care agencies, home health agencies, blood drives, health fairs, and health screening. Assignments to multi-handicapped classes in schools, rehabilitation agencies, and adult day-care centers are additional alternatives for clinical experiences.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational Student Organizations (VSOs) provide a unique instructional method for attaining the student outcomes identified in each vocational program. The VSO activities are considered part of the instructional day as they are directly related to the competencies, goals, and objectives of the program.

Participation in any VSO provides students with various opportunities to:

Develop leadership skills.
Enhance vocational preparation.
Work together as a team.
Become productive citizens in a democracy.
Strengthen critical-thinking skills.
Facilitate and encourage personal development.
Develop human relations skills.
Gain recognition for accomplishments.
Develop decision-making skills.
Foster a respect for the dignity of work.
Develop skills for family and community living.

A Vocational Student Organization (VSO) is an integral part of each program area's curriculum. The following VSOs are approved by the Alabama Board of Education:

National FFA Organization (FFA)
Distributive Education Clubs of America (DECA)
Future Business Leaders of America (FBLA)
Health Occupations Students of America (HOSA)
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
Technology Student Association (TSA)
Vocational Industrial Clubs of America (VICA)

All local VSOs are affiliated with the state and national associations and are supported by membership dues and fund-raising efforts. Any student enrolled in a vocational education course or program is eligible for membership in the vocational student organization associated with that program.